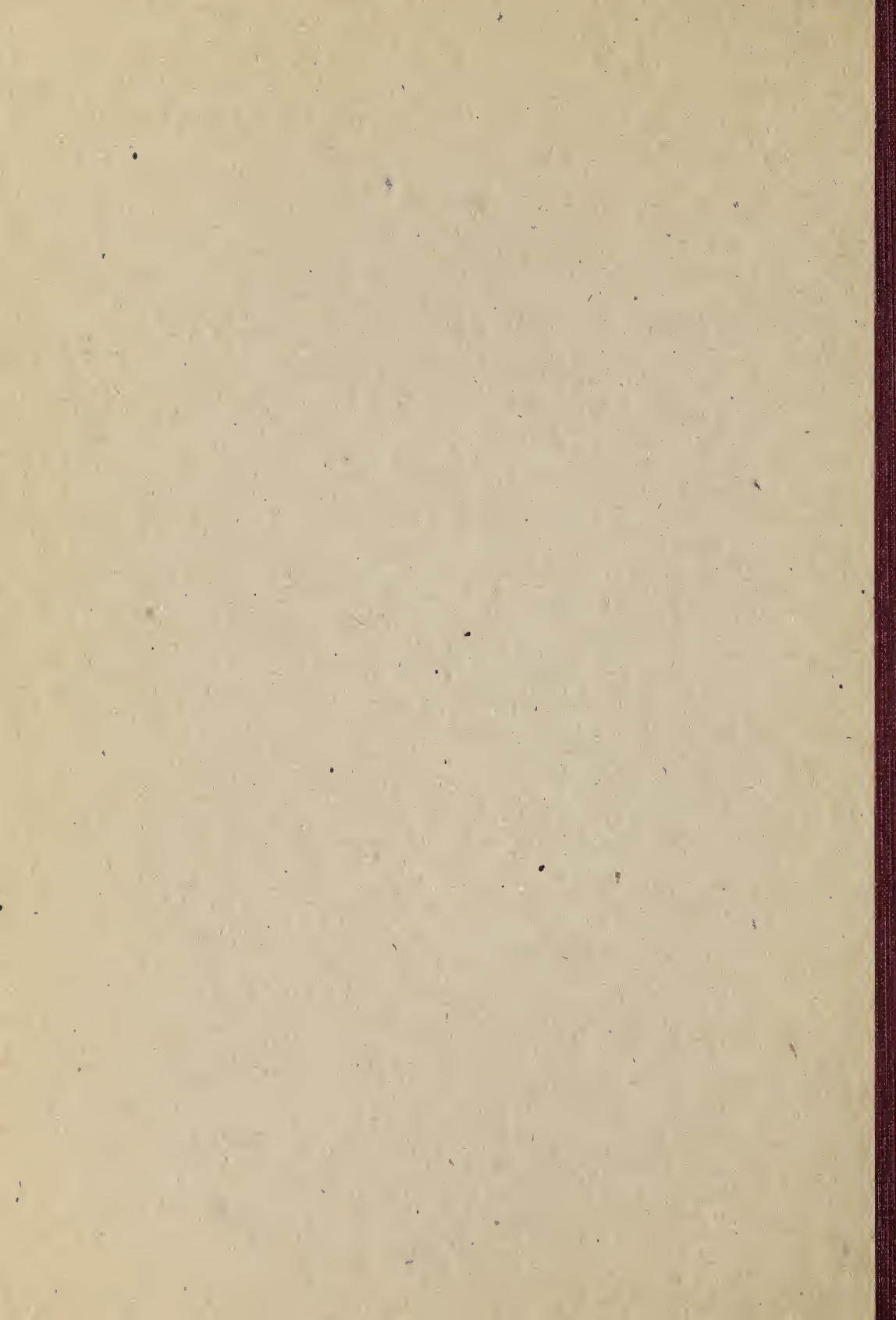


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HOMES AND FAMILIES



A TEACHER'S RESOURCE UNIT FOR
GRADE I
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ACKNOWLEDGEMENT

This Resource Unit has been published under the direction of the Provincial Elementary School Curriculum Committee of the Department of Education, which appointed a Resource Unit Sub-committee to evaluate and revise resource units prepared by various school systems, with a view to making those of outstanding value available to the teachers of this province.

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The Resource Unit Sub-committee:

- Mr. M. O. Edwardh, Chairman, Assistant Director of Curriculum in charge of
Elementary Education,
Mr. A. G. Bayly, Assistant Superintendent in charge of Elementary Education,
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Mr. W. L. Ogilvie, Principal, Braemar School, Edmonton,
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Miss E. Bradshaw, University School, Edmonton.

"Homes and Families" was compiled by the Edmonton Elementary Teachers' Association, in co-operation with the Edmonton School Board. It has been revised by Miss Hazel Walker, teacher at Mount Royal School, Edmonton, under the direction of the Resource Unit Sub-committee.

Photographs have been supplied courtesy Alberta Government Photographers.

How To Use A Teacher's Resource Unit

A teacher's resource unit contains information, outlines, problems and suggested activities which are useful in developing an enterprise theme. It is designed to provide an abundance of suggestions from which the teacher with the help of the class may plan a unit or several units of study.

Such an outline is not entirely suited to every class. The nature of community interests, library facilities and past experiences of the class all have a bearing on the way in which the enterprise should develop. Rigid adherence to any outline may result in poor teaching. The eventual outline that the teacher and his class make is the only one guaranteed to be successful, for only the teacher can judge just how useful any idea or suggestion may be.

The pupils should have a share in planning and if the overview has been good they will understand and identify the problems as their own. The overview is the beginning stage in developing an enterprise when time is taken to see filmstrips, arrange visual material on the bulletin board and to read generally about the people of the enterprise. The overview is largely exploratory and must give enough information to arouse keen interest and permit intelligent participation in planning.

A resource unit thus suggests a few of the problems, sources of information and types of activities that may be necessary to gather the information and skills that should be developed by the pupils. It in no way limits the development of the enterprise. Instead it is hoped that the suggestions given here will stimulate more successful planning.

Probably every worthwhile enterprise results in some creative work on the part of the pupils. The child should be led to express himself effectively in all creative fields which interest him.

Language expression may be chiefly oral in the primary grades. Here the teacher's own imagery and color should not be substituted for the child's. Excessive correction should be avoided. Improvement can be effected through praise for those children who have chosen colorful words, exact detail and good order.

Art work should be the result of a child's own ideas. He should be told only to make his picture large, make it tell a story and to color all the spaces on his paper. Preparation for the work should be done previously by discussing how he helps at home, fun the family has together, etc. When the child is enthusiastic enough to tell his story with paper and paint it will be a good one. After he has completed the work let him describe what his picture was about. Be sure to praise his efforts. No comparison should be made between various children's art and all results should be considered good as long as they represent personal effort.

Other creative work such as pantomimes, plays or dances should be encouraged. The right atmosphere is necessary to produce the best effort. Stories, descriptions and discussions should precede all activity. The time spent on such preparation is worthwhile for results can be very satisfying to both teacher and pupil.



Playing House

OUR HOMES AND FAMILIES

Home duties and responsibilities are important phases of the social studies. How to live well together may be learned through practice in real-life situations in the classroom. The construction and use of the playhouse offer many opportunities, not only for wholesome play and the development of skills, but also for the building of desirable social habits and attitudes.

The playing-house unit integrates all phases of the primary program around a center of interest and may coincide with the units in the basic pre-primers.

Special emphasis should be given to the elementary problems of cleanliness, health, safety and recreation. The problems involve the understanding of the role of other persons and thus are social in nature.

GENERAL OBJECTIVES

1. To develop an understanding of the contributions to home living of each member of the family.
2. To develop the feeling of being a member of the family group, sharing its benefits and responsibilities.
3. To develop an appreciation of the importance of courtesy, kindness and helpfulness in the home.
4. To develop an understanding of health and safety rules necessary for happy living in the home.
5. To develop the concept that love between members of a family makes it a home.

POSSIBLE APPROACHES

Make use of children's references to their own families when discussing readiness books or pre-primers.

Lead the group into a discussion of the family when some child announces the arrival of a baby at his home.

Capitalize on children's interest in a new home being built in the neighborhood.

Tell or read a story to the children about family life.

Show a filmstrip about family life or conduct and behavior at home. (See Bibliography.)

Take a walk and discuss the kinds of houses found in the neighborhood.

Collect pictures of family life and display them on a bulletin board.

DEVELOPMENT OF THE UNIT

MY FAMILY

Suggested Activities

Who are the members of the family?

1. Have the children tell about their own families.
 - a. Number in family.
 - b. Names of family members: mother, father, brother, sister, baby, etc.



Activities

Collect pictures of things in the home that start with "b" like "baby", etc.
Collect or draw pictures of family members.
Compare size of family members.
e.g. "My brother is bigger than I am"

Child's illustration

How many people are in your family?

4	6	3	7	5	
---	---	---	---	---	--

Ages of children.

Separate cards may be inserted in blanks. Comparison of older and younger may be made.

My brother is years old.

My sister is years old.

I am years old.

Use pictures for the bulletin board or project them on the screen.

2. Children who go to the same school live in different environments. The rural child travels by bus, while the urban child walks. Have discussions by the children concerning problems involved. At school everyone learns to work and play together and to become friends.
3. Show and discuss film strips about family life.
 - a. Ways families are similar
 - b. Ways families are different

Activities

Encourage the children to bring pictures of family activities. In "News Time" let the children show the pictures and talk about the event. Listen to four or five stories every day. When the story is outstanding mount the picture and print the story below.

Encourage the children to draw and color family portraits.

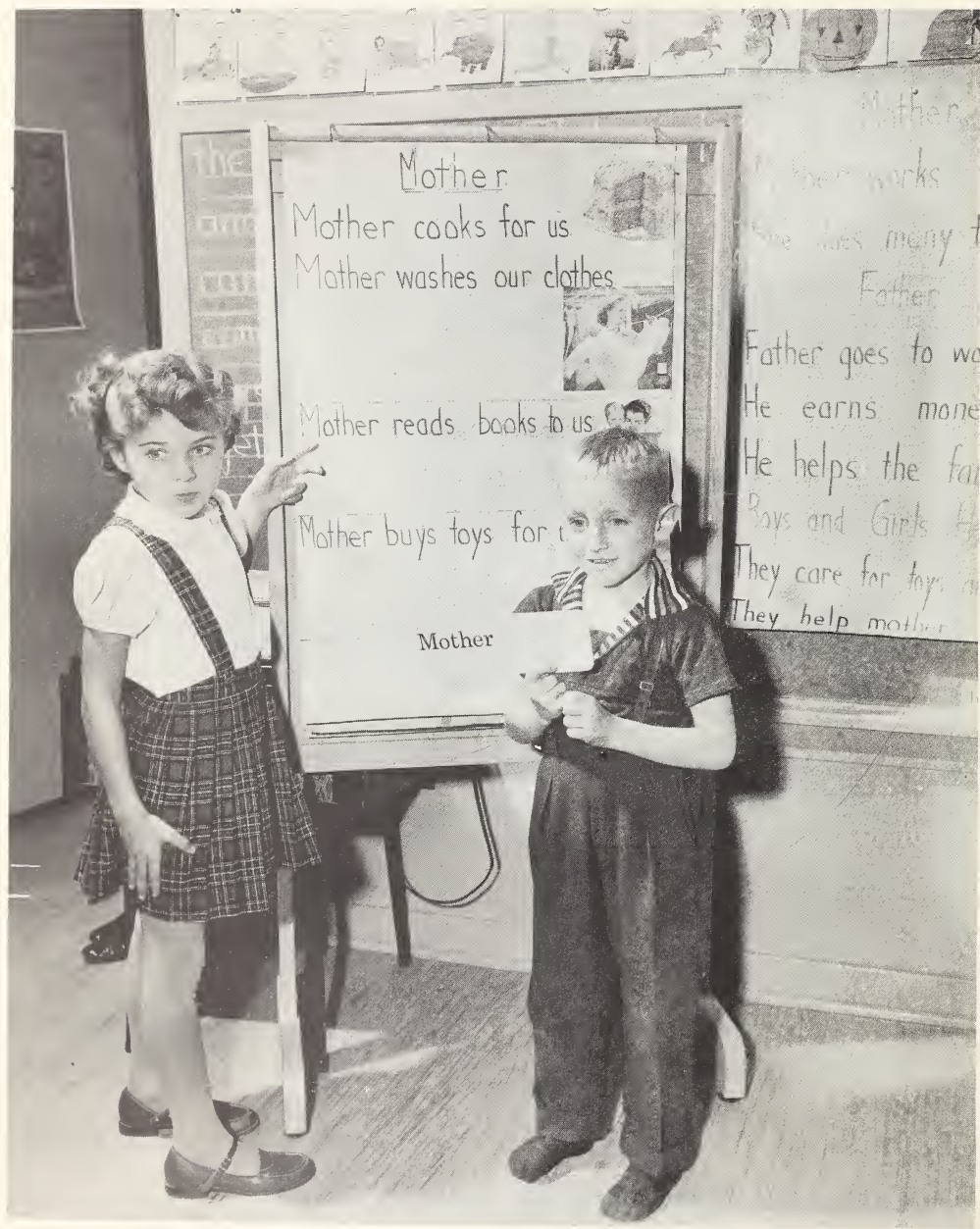
Have each portrait in a separate frame.

Tie the frames together with yarn.



Combine illustrations in a house-shaped booklet. Print house numbers on the cover.





FAMILY DUTIES

A family to be happy and contented requires the help and co-operation of each member of the family. A new baby can bring happiness to all the family. All members should share in the additional work involved in caring for a new baby.

What are the duties of members of the family?

1. Develop an understanding of mother's duties.

Discuss and show pictures about mother's work in the home.

- (a) Helping to keep the family well
- (b) Buying and cooking good food
- (c) Keeping the house clean
- (d) Taking care of the children
- (e) Washing and ironing
- (f) Sewing
- (g) Entertaining
- (h) Helping father

MOTHER

Mother works.

She does many things.

Activities

Draw and paint pictures of mothers at work. Have each child show and talk about his picture.

Dramatize mothers at work. This may take the form of a guessing game, "I am Mother. Guess what I am doing".

Collect pictures of mothers working and make into a class booklet. Children dictate stories for the teacher to print under each picture.

Make a chart for the initial consonant 'M m'. Place a picture of mother at the top, representing the key word.

Correct usage—'is and are'. Encourage volunteers to pantomime household chore—sweeping, dusting, knitting, peeling potatoes, washing dishes, etc. Let the children work singly and in pairs and have the other children guess the pantomime—"Susan is washing dishes." "Mary and John are peeling potatoes". "Ann and Jack are carrying garbage outside."

2. Develop an understanding of father's duties.

- a. Discuss father's work outside the home. Tell why father works to earn money.
- b. Discuss father's work at home.
 - (1) Repairing house
 - (2) Cutting grass
 - (3) Shovelling snow
 - (4) Caring for furnace
 - (5) Helping mother
 - (6) Helping children

Activities

Draw, paint and cut out pictures of fathers at work.

(Caution children about cutting up books or magazines.)

FATHER

Father goes to work.

He earns money.

He helps the family.

A game to play using pictures of members of the family working at home: Auditory discrimination of initial consonants. In each group of pictures the children identify the pictures which have names that start with the same consonant. "One picture does not belong—Why?"





3. Develop an understanding of children's duties:
 - a. Discuss the ways children can help.
 - (1) Helping mother and father with their tasks
 - (2) Going to the store and observing safety rules on the way
 - (3) Caring for pets
 - (4) Caring for toys
 - (5) Caring for clothing
4. Develop consideration for older members of the family. Discuss ways in which to help grandmother and grandfather, by getting things for them, by being kind to them and by writing letters to them.

Dear Grandmother,
 See me
 See my ball.
 Thank you.

(A picture drawn by the letter-writer showing himself playing with the ball.)

Activities

Play a game of rhyming words with grandmother or grandfather beginning with nursery rhymes.

Children tell which words rhyme. Later the children compose rhymes and grandmother tells the words that rhyme.

CHART

Boys and Girls Help

Make individual booklets, "All About Me"

ALL ABOUT ME

I am

I live.....

.....

(Add facts)

PRINTING ACTIVITIES

Give the children specific lessons in writing in order to be successful in making the booklets. Copy a few examples of children's writing on the blackboard and discuss the size, shape and spacing.

SU San Billy Mar Y

Allow many opportunities for writing names and words to be used in booklets.

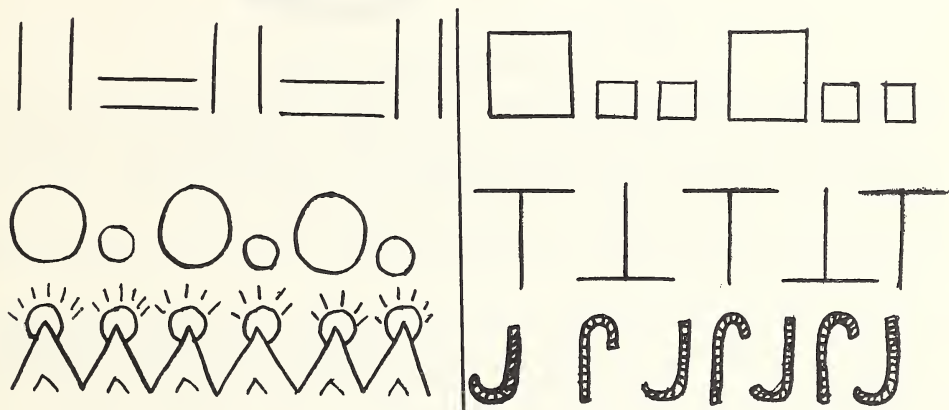
Demonstrate letter forms, chanting as you write.

Provide preparatory exercises for spacing and basic strokes.

Let children trace over model, first with finger, then with pencil and then complete the row.

i t c a (cl) d (cl) e b p s u
i y w v F D B

Designs are useful in developing control of the pencil.



As a preparation for spelling have the children learn to write, "oh" and "look". Look at the model of "Oh, oh", trace it with the finger several times, and say the word as you trace. Compare capital and small letter. Try writing it independently with the finger. It might be wise to let some children write in sand. Now trace over a model of the word.

Write the words with letters omitted and have volunteers fill the spaces.

Loo- , -ook, -h, o-



ARITHMETIC ACTIVITIES

1. When setting the table the opportunity for rational counting occurs, also an opportunity to stress the correspondence of one-to-one as each member of the family is provided with plate, knife, spoon, fork, glass, chair, etc. Opportunity for dramatizing recognition of a group, e.g. "There are two of the family at the table. If there are five in the family how many more are there to come?"
2. Discovering how many quarts of milk a family buys in one week. Compare different families. Children gain an understanding of pint, quart, and of the fact that a pint is one-half of a quart.
3. Discussions about going to the food store for mother. How much does a loaf of bread cost? How many cents are there in a nickel, a dime? Count money to discover relationships in different coins. Children compose questions about buying, and ask each other for answers. Refer to "Making Sure of Arithmetic," Teacher's Edition, Book One, page 92.
4. Informal experiences with the fraction one-half. Apples, oranges, candy bars, cookies, sandwiches may be divided into halves. The children discover that when a candy bar is cut in half, there are two pieces exactly the same size.
5. Have some of the children make a collection of pictures that illustrate number stories.



SCIENCE CONCEPTS

Simple Machines

1. The Wheel

Discuss and make a chart entitled "How Wheels Help the Family"

- a. Wheels that help Mother e.g. egg beater, electric beater, sewing-machine, vacuum cleaner, baby carriage, etc.
- b. Wheels that help Father e.g. lawn mower, wheel barrow, car, etc.
- c. How we have fun with wheels e.g. wagon, bicycle, roller skates.



2. Power

What makes Machines Go

- a. Electricity makes some machines go. A power failure led to a discussion concerning what happens in the home when the electricity fails — lights, electric stove, refrigerator, washing machine, radio, clocks, toaster, television.
- b. Manpower makes some machines go, e.g. vacuum cleaner, wheel barrow, rake, baby carriage, etc.

3. Clothing

Why do we wear cotton in summer and wool in winter?

- a. Experiment by washing small pieces of cotton and wool.
Note—quick drying of cotton
—how wool shrinks
—cotton is easier to keep clean, etc.

OUR HOMES

What kinds of houses do people live in?

1. Plan a walk to see the different kinds of houses in which children live.
 - a. Discuss the things seen on the walk.
 - (1) Different kinds of homes such as single dwelling, double dwelling or apartment
 - (2) Sizes of houses
 - (3) Different materials used
 - (4) Numbers on houses
 - (5) Well-kept yards

Activity

Compose an experience chart about things seen on the walk.

OUR WALK

We saw houses.
We saw big houses.
We saw little houses.
We saw pretty yards.

2. Discuss ways children can keep their own homes and yards looking attractive.
3. Discuss ways in which children can help their neighbors.
 - a. Be courteous and friendly toward them.
 - b. Welcome new neighbors.
 - c. Help them when in need.
 - d. Be careful of another's property.
4. Discuss the variety of homes in which the children live.

OUR HOMES


We live in single houses.
We live in double houses.
We live in apartment houses.

Activities

Suggest that the children make pictures of their own homes.

Enter each child's name on a chart as he learns his address and telephone number.

Suggest that children make miniature clay models of their own house to be used as paper weights.

		
I live here.		My number is
Name	Address	Telephone



INSIDE OUR HOMES

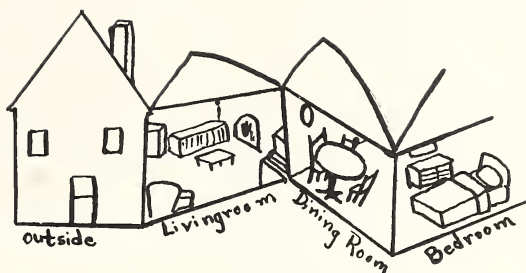
What rooms are usually found in our homes and what are the purposes of various rooms?

1. Discuss the rooms that make up a home.
2. Make a folding book showing the different rooms in the home.
3. Collect and discuss pictures of the various rooms in a home.
4. Discuss the furnishings in different rooms.
5. Discuss the use of each room.
6. Talk with the children about ways they can help to care for the different rooms.
 - a. Helping to dust
 - b. Keeping toys off the floor
 - c. Keeping papers and magazines on the table.
7. Let the children dramatize activities related to different rooms in homes.

Activities

- a. Use a corner of the classroom to represent a room at home.
- b. Use a life-size shadow frame for a shadow play of activities related to the different rooms.
- c. Make a large house of cardboard, exterior on one side, interior on the other side, to be used as a backdrop for dramatizations.
- d. Provide opportunities for learning to set the table, choosing good foods for different meals, and practising good health habits, such as washing hands, etc.
- e. Help the children plan backdrops of rooms to be used for dramatic play.
- f. Show the children how to construct paper or paper-box furniture for miniature rooms.
- g. Let the children make pictures of the activities in the various rooms of the home.
- h. Make clay ornaments for the home.
- i. Make plates and bowls.

MAKE A FRIEZE



Outside Living Room, Dining Room, Bed Room

Use one large sheet 9" by 24" manilla paper. Fold into four or five sections. Draw or paint the rooms in the house.

HEALTH AND SAFETY IN THE HOME

How can we keep our family healthy and safe?

A. Develop standards of personal cleanliness.

Activities

1. Discuss and show pictures about the proper care of hair and teeth, regular habits of bathing, proper clothing, and care of clothing.
2. Cut and crayon clothing for ragboard paper dolls appropriate for certain seasons.
3. Paste pieces of flannel on the backs of dolls and clothing found in paper doll cut-out books. Children select clothing suitable for different kinds of weather and place on on the flannelgraph.
4. Draw pictures about personal cleanliness and combine to make a frieze.

MIRROR

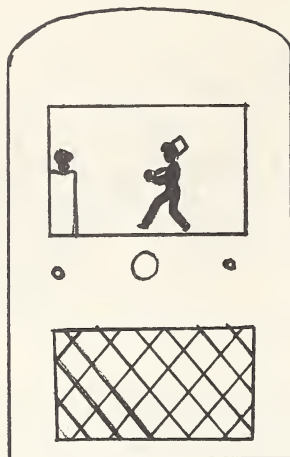
Am I ready for school?

Is my hair combed?

Is my face clean?

Are my teeth clean?

5. Plan and make a movie using the pictures.



Old chart stand covered with cardboard. Roller shade mounted behind opening. Pull down for each picture. Pictures are painted or crayoned on the shade.

B. Develop correct ideas about rest.

1. Show pictures of children getting ready for bed.
2. Discuss and dramatize the things we do to get ready for bed.
 - (a) Hang up clothing
 - (b) Lay out clean clothing
 - (c) Wash
 - (d) Brush hair and teeth
 - (e) Open window

C. Develop the idea of the importance of good food.

1. Discuss the importance of eating such foods as milk, meat, fruit and vegetables every day.
2. Discuss the importance of the child's eating three good meals a day, including the above foods.

Activities

Play games using brightly colored pictures of food placed in a chalk tray. A child selects food pictures for a good lunch and places them in the reading chart folder. He calls on a child to tell why it is, or is not, a good lunch.

A good lunch should have:

- 1 serving of fruit or vegetables
- 1 glass milk
- 1 serving of meat, eggs, dried beans, cheese, or peanut butter in a main dish or a sandwich: bread and butter or margarine (if no sandwich)

Record height and weight on chart.

D. Develop concepts of safety.

Discuss things children can do to help make the home safe.

- (1) Pick up toys.
- (2) Keep floors cleared.
- (3) Keep cupboard doors closed.
- (4) Leave gas burners alone.
- (5) Keep toys out of kitchen.
- (6) Never touch medicine cabinet.
- (7) Guard against fall in tub and on the floor.

Activities

Make a list of safety rules regarding matches, tools, electric appliances, scissors, the lighting of fires.

Plan movie or television show to demonstrate these safety rules.

An easy method of making frames for pictures for a movie:

Cut a frame of tagboard with an opening of correct size for picture. Make the frame $1\frac{1}{2}$ inches wide all around. Apply this frame to roll of paper sufficiently long for entire movie. Draw each picture to be made by children inside the tagboard frame. In this way pictures will have a space of $1\frac{1}{2}$ inches between them.



FAMILY FUN

How do members of the family have fun together?

1. Discuss a picture, a blackboard sketch or a demonstration of a funny ride. Let the children talk about funny rides they have had at home—piggy-back, wheelbarrow, ride on the floor polisher, kitty in the buggy, etc. Note the improved ability in sentence structure. Rephrase ideas poorly told in good language. (Avoid direct criticism.)

Activities

Discuss amusing pictures in the pre-primer. How does the picture help you find the speaker? Allow time to retell stories of pictures. Start them off.

Read selections to the children about amusing ideas. Example—Marjorie Flack's "Wait for William". Let the children draw pictures of their story-book friends enjoying funny rides. Later the children show their pictures and explain them.

Call for volunteers to perform certain actions such as walking, skipping, dancing, sliding, jumping. Let the volunteer tell what he is doing, then let the other children tell what he did. (Practice in using present and past tense)

Compose riddles about funny rides, e.g. He hung on to a shoe and got a fast ride. Who was he?

Guide the detailed study of a picture story. Help the children to sense the emotional reactions of the characters. Discuss sounds that may be heard in the picture situation. Let the children retell the story.

2. Discuss fun at home.

Activities

Show pictures, books, or film strips about family fun in the home.

Have children discuss what they have seen and what their own family does for fun.

Talk about possibilities for fun in the neighborhood.

Discuss hobbies.

Talk about fun with pets.

Talk about radio and television programs that the family enjoys together.

Plan to make the yard and garden attractive.

Plan for the purchase of something for the home, such as play equipment for the yard.

Discuss going to church together.

Discuss ways in which the family can have a pleasant time eating together.

3. Discuss fun away from home.

a. Picnics

b. Drives

c. Movies

Activities

Plan a large mural to be painted to tell about the activities of several families.

Compose a chart for Our Polite Words.

OUR POLITE WORDS

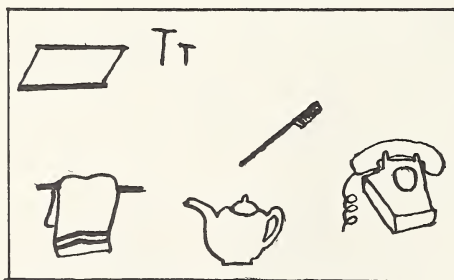
Thank you	Good Morning
Pardon me	Good night
Please	Come in
	Come again

READING AND LANGUAGE ACTIVITIES

STORYBOOK FAMILIES

What can we learn about families from story books?

1. Recall names of members of the families in reading readiness book and pre-primers.
2. Discuss Alice and Jerry's family, and Dick and Jane's family.
3. Read to the children many other books and stories about families.
4. Show film strips and movies about families.
5. Choose a story as a basis for a movie.
 - a. Re-read and plan scenes for a movie.
 - b. Make pictures for movie, first in chalk outline then with paint or crayon.
 - c. Develop movie story.
 - d. Dramatize a story in parts having different groups of children participate.
6. Discuss and compare these story families with the families of children in the room.
7. Compile picture dictionary of words most commonly used during the unit. Plan a title with the children such as Our Words. (The teacher may prepare a cover with letters for kinesthetic tracing by children). Individual booklets may be made to take home.
8. Make class charts of pictures for auditory presentation of initial consonants. Place one picture representing a key word for an initial consonant at the top of the page. Add to each page pictures of objects, beginning with the same initial sound as the key word.



Possible Culminations

1. Plan for reports from different committees on the completion of their work.
2. Invite another class to hear the children tell what they have learned and show the things they have made.
3. Plan a dramatization or movie for another group.
4. Plan a simple puppet show (See Elementary Art, Teachers' Guide, pp. 128-129)
5. Invite mothers and fathers to see the things the children have done.
6. Plan a simple party and program for mothers and fathers.

EVALUATION OF CHILD GROWTH

A. Pupil-Teacher Evaluation

1. Did we do our share?
2. What new things did we learn?

B. Teacher Evaluation

1. Are the children aware of the duties and responsibilities of family members?
2. Do they have a better understanding of the ways they can help?
3. Do they accept some responsibilities?
4. Are they able to work better in a group?
5. Have they grown in the ability to talk as well as listen?
6. Do they enjoy and appreciate other members of their family?
7. Have they improved in their personal habits of health and safety?
8. Have the children shown an increased interest in books and in reading?

SOURCE MATERIALS

A. Reading Material

1. For Teachers

Compton's Pictured Encyclopedia, a unit "The Home" for Primary Grades

2. Stories to be read to children

TITLE	AUTHOR	PUBLISHER	YEAR
Ask Mr. Bear	Flack, M.	Macmillan	1942
The Clean Pig	Weisgard, L.	Scribner's	1952
Manners Can Be Fun	Leaf, M.	J. B. Lippincott	1936
Peter's Family	Hanna, P.	Scott Foresman	1949
Good Times With Our Friends		Macmillan	

3. Basal Texts for Pupils to Read

NOTE: Basal texts should not be read by children as reference material until they have read them with the teacher or have progressed beyond the step in which the books are basic.

SERIES	AUTHOR	PUBLISHER	PLACEMENT
1. Alice and Jerry Series	O'Donnell	Row, Peterson	
Here We Go			Readiness
Over the Wall			Readiness
Skip Along			Pre-primer
Under the Sky			Pre-primer
2. Reading For Meaning Series	McKee, et al.	Houghton Mifflin	
Tip			Pre-primer
Tip and Mitten			Pre-primer
The Big Show			Pre-primer

4. Supplementary Books for Children to Read

TITLE	AUTHOR	PUBLISHER	PLACEMENT
All in a Day	Betts, E. A.	American Book	Pre-primer
Stories About Linda and Lee	Thomas, E.	Ginn	Picture
Come and Ride	Gates, et al	Macmillan	Pre-primer
Fun With Us	Bond, Guy	Lyons, Carnahan	Pre-primer
Happy Days With Our Friends	Gates, et al.	Scott Foresman	Primer
This is Fun	Gates, et al.	Macmillan	Pre-primer
Our Family	Home Environment Series	Jack Hood	Primer
We Learn to Read		Laidlaw	Pre-primer
Bill and Susan		Silver Burdett	Pre-primer
Under the Tree		Silver Burdett	Pre-primer
Come and Play	Unit Activity Series	Silver Burdett	Pre-primer
Ned and Nancy	Reading for Interest	Heath Co.	Pre-primer
A Happy Day	New Citizenship Readers	Lippincott	Pre-primer

Tuffy and Boots	Gates	Macmillan	Pre-primer
At the Lake	Gates	Macmillan	Pre-primer
Snow	Gates	Macmillan	Primer
The Christmas Tree	Gates	Macmillan	Unit Book Primer

SONGS

Canadian Singer Book One

The Telephone, p. 9 Washing Dishes, p. 10. A Song for Mother, p. 11
Morning and Evening
p. 136

Canadian Singer Book Two

Our Family, p. 32

Related Poems

Poems taken from "*Poems and Boys and Girls*", Book One, Grace Morgan.

Neighbourly—Violet Storey, p. 92
Betty at the Party—Anonymous, p. 94
The Cupboard—Walter de la Mare, p. 98
The Land of Counterpane—R. L. Stevenson, p. 102
The Sprinkler—Dorothy Aldis, p. 103
Bed In Summer—R. L. Stevenson, p. 107
Two in Bed—A. B. Ross, p. 108
The Sleepy Song—Josephine Bacon, p. 108

Poems taken from "*Time for Poetry*", Arbuthnot

"Sh"—James Tippet, p. 3
Shop Windows—Rose Fyleman, p. 4
Walking—G. Glaubitz, p. 5
Singing Time—Rose Fyleman, p. 334
The Big Clock—Anonymous, p. 332
Down! Down!—Eleanor Farjeon, p. 335
When We Were Very Young—A. A. Milne
Now We are Six—A. A. Milne
Child's Garden of Verse—R. L. Stevenson
200 Best Poems

Rhythms

1. This is the Way We Wash Our Hands—Nuts in May
2. Story Play, “Brownies’ Play House”—Neilson & Van Hagen
3. Health Playlet—Junior Red Cross Magazines
4. Charades—Dramatizing Household Duties
5. Rhymes—Here we come—Where from? New York. What’s your trade? Lemonade. Show us some if you’re not afraid.

Science

References: Exploring Science, Book One—Thurber, Allyn & Bacon Inc.
Look and Learn, Teacher’s Edition—Beauchamp, Scott Foresman & Company.
Science and You—Craig & Bryan, Ginn and Company

Audio-Visual Aids

Records: Sounds Around Us, Scott Foresman

Filmstrips: The following filmstrips are listed in the catalog issued by

- (a) Cooperative Living Series: (P-600—P-604) (The Day Begins, Father Works for the Family, Mother Cares for the Family, The Children Have a Busy Day, A Holiday).
- (b) Work and Play With Janet Series: (Janet Helps Mother, Fun on a Picnic, Janet Visits a Dairy Farm, Making Gingerbread) Pk-1038-1041
- (c) Safety in the Home Pk-1818
- (d) Carol’s Apartment House, Pk-2322
- (e) Conduct and Behavior (At Home, Responsibility).
The Home Community Series: (Our Family to the Rescue).
Pk-2647-2652
Family Fun (Mother’s Birthday, Keeping Busy, Helping Mother and the Family, Brothers and Sisters, Growing up.)

The Land of Story-Books

At evening when the lamp is lit,
Around the fire my parents sit;
They sit at home and talk and sing,
And do not play at anything.

Now, with my little gun, I crawl
All in the dark along the wall,
And follow round the forest track
Away behind the sofa back.

There, in the night, where none can spy,
All in my hunter's camp I lie,
And play at books that I have read
Till it is time to go to bed.

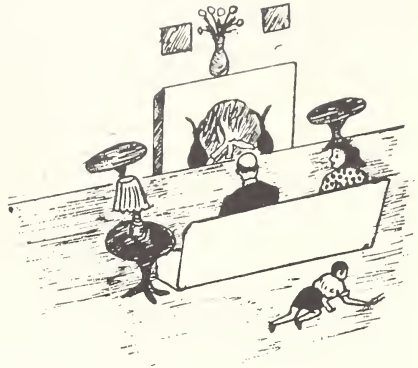
These are the hills, these are the woods,
There are my starry solitudes;
And there the river by whose brink
The roaring lions come to drink.

I see the others far away
As if in firelit camp they lay,
And I, like to an Indian Scout,
Around their party prowled about.

So, when my nurse comes in for me,
Home I return across the sea,
And go to bed with backward looks
At my dear Land of Story-books.

R. L. Stevenson

The foregoing poem is a good one to dramatize.



I Remember

I remember, I remember,
The house where I was born
The little window where the sun
Came peeping in at morn;
He never came a wink too soon
Nor brought too long a day;
But now I often wish the night
Had borne my breath away.

I remember, I remember
The roses, red and white;
The violets, and the lily-cups
Those flowers made of light!
The lilacs where the robin built,
And where my brother set
The laburnum on his birthday,
The tree is living yet!

I remember, I remember
 Where I was used to swing,
 And thought the air must rush as fresh
 To swallows on the wing;
 My spirit flew in feathers then
 That is so heavy now,
 And summer pools could hardly cool
 The fever on my brow.

I remember, I remember
 The fir trees dark and high;
 I used to think their slender tops
 Were close against the sky:
 It was a childish ignorance,
 But now 'tis little joy
 To know I'm farther off from Heaven
 Than when I was a boy.

Thomas Hood



Lullaby of an Infant Chief

O hush thee my babie, thy sire was a knight,
 Thy mother a lady, both lovely and bright;
 The woods and the glens, from the towers which we see
 They all are belonging, dear babie, to thee.

O fear not the bugle, though loudly it blows
 It calls but the warders that guard thy repose,
 Their bows would be bended, their blades would be red
 Ere the step of a foeman drew near to thy bed.

Oh hush thee, my babie, the time will soon come
 When thy sleep shall be broken by trumpet and drum;
 Then hush thee, my darling, take rest while you may,
 For strife comes with manhood, and waking with day.

Sir Walter Scott



What Does the Bee Do?

What does the bee do?
 Bring home honey
 What does Father do?
 Bring home money
 What does Mother do?
 Lay out the money
 What does baby do?
 Eat up the honey.

Christina Rosetti









My Sister and Me
Darlene Backus
Gr. II, Cherry Point

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